



14. Listen to the conversation and fill in the missing words.

A *ahla wa sahla.*

أهلا و سهلا.

B *ahlan fiiki*

أهلاً فيكي.

A *ana _____ Emily.*

أنا _____ أميلي.

énte _____ ésmak?

انت _____ اسمك؟

B *ésmi _____.*

ب اسمي _____.

A *ana _____ ostraalya*

أنا _____ استراليا،

ana _____.

أنا _____.

énte mneen?

انت منين؟

B *mén _____.*

ب من _____.

ana _____.

أنا _____.

A *ana _____,*

أنا _____.

w énte shu _____?

و انت شو _____؟

B *ana _____.*

ب أنا _____.

énte _____?

انت _____؟

A *ee, ana _____.*

أي، أنا _____.

w énte?

و انت؟

B *la, ana _____ métzawwej.*

ب لا، أنا _____ متزوج.

Now work with a teacher or classmate. Imagine you have just met for the first time. How much can you find out about each other? If you find that you have the same name, nationality, profession or marital status, you can add the word *kamaan* كمان (also) and the end of your statement.

FUNCTION B: DESCRIBING YOUR COUNTRY

NOUNS AND ADJECTIVES ➔ Remember that there is no ‘it’ in Arabic. All nouns are either masculine or feminine. You can usually identify feminine nouns because they end with *a taa marbuuta* ة or ئ. There are some exceptions including *balad* بلاد (a country), which is feminine but does not end in *a taa marbuuta* ة or ئ. Most names of countries and cities are also feminine.

Adjectives—words used to describe something—follow the noun they describe and must match the noun exactly in gender (masculine or feminine) and number (single or plural). As we mentioned above, feminine adjectives usually end with *a taa marbuuta*. Therefore, in the sentence

ostraalya balad kbiire Australia is a big country استراليا بلد كبيرة

balad بلاد (a country) and *kbiire* كبيرة (big) are both feminine and singular. (Both masculine and feminine forms of the adjective are given in the vocabulary list to help you remember them.)

The sound of the *taa marbuuta* ة or ئ is either ‘a’ or ‘e’, depending on which letter comes before it (explained in more detail on page 13). Simply, consonants that you are familiar with in English, such as *b* ب , *t* ت , *j* ج and so on, are followed by an ‘e’ sound while consonants peculiar to Arabic, such as *h* ح and *kh* خ , are followed by an ‘a’ sound.

1. Practise saying both the masculine and feminine form of each of the adjectives below.

a. <i>hélwe</i> / <i>hélwe</i>	beautiful, nice, good, sweet	حلو، حلوة
b. <i>kbiir</i> / <i>kbiire</i>	big	كبير / كبيرة
c. <i>sghíir</i> / <i>sghíire</i>	small	صغرى / صغيرة
d. <i>jdüd</i> / <i>jdüide</i>	new, modern	جديد / جديدة
e. <i>qadiim</i> / <i>qadiime</i>	old	قديم / قديمة
f. <i>qariib</i> / <i>qariibe</i>	near	قريب / قريبة
g. <i>bغiid</i> / <i>bغiidé</i>	far	بعيد / بعيدة
h. <i>ghani</i> / <i>ghaniyye</i>	rich	غنى / غنية
i. <i>faqíir</i> / <i>faqíira</i>	poor	فقير / فقيرة
j. <i>ghaali</i> / <i>ghaalye</i>	expensive	غالي / غالبة
k. <i>rkhiiṣ</i> / <i>rkhiiṣa</i>	cheap	رخيص / رخيصة

CONJUNCTION “AND” ➔ Using و (and), you can string together as many adjectives as you like for example

ostraalya balad hélwe w jdiide w kbiire w bغiidé

Australia (is) a beautiful, new, large and distant country

استراليا بلد حلوة و جديدة و كبيرة و بعيدة

Remember that the verb “to be” is not used in a simple sentence like this.

2. Choose as many adjectives as you like to describe the countries listed below. Remember *balad* بلاد is feminine, for example

ostraalya balad kbiire w b̄ēiide. استراليا بلد كبيرة و بعيدة.

a. *ameerka balad* اميركا بلد _____

b. *briītaanya balad* بريطانيا بلد _____

c. *kanada balad* كندا بلد _____

d. *maš̄r balad* مصر بلد _____

e. *nyuu ziilanda balad* نيوزيلاندا بلد _____

f. *él-érdon balad* الاردن بلد _____

g. *suuriyya balad* سوريا بلد _____

h. *lēbnaan balad* لبنان بلد _____

Now describe a country of your choice. Don't forget to use *w* و between each adjective.

i. _____ *balad* _____ بلد _____

FUNCTION C: EXCHANGING PLEASANTRIES

MORNING AND AFTERNOON GREETINGS => Formal greetings used in the morning are

<i>sabah el-kheer</i>	good morning	صباح الخير
<i>sabah el-kheeraat</i>	good morning	صباح الخيرات
<i>sabaah én-nuur</i>	good morning	صباح النور

These expressions literally mean ‘morning of goodness’ and ‘morning of light’. Remember that morning usually lasts until lunchtime--sometimes two or three o’clock in the afternoon! After lunch greet someone by saying

<i>masa' l-kheer</i>	good afternoon/evening	مساء الخير
<i>masa' l-kheeraat</i>	good afternoon/evening	مساء الخيرات
<i>masa' n-nuur</i>	good afternoon/evening	مساء النور

The expressions literally mean ‘afternoon of goodness’, ‘afternoon of goodnesses’ and ‘afternoon of light’.

QUESTION WORD “HOW” => The word *kiif* كيف (how) is used at the beginning of the sentence and marks a question., for example the common greeting

<i>kiifik?</i>	how are you?(to a man)	كيف؟
<i>kiifek?</i>	how are you?(to a woman)	كيفك؟
<i>kiifikon?</i>	how are you?(to a group)	كيفكن؟

Note that pronouns are attached to the end of the word *kiif*. You will also hear people using *shloonak?* شلونك؟ The word *shloon* is actually a contraction of

<i>shu</i>	what	شو
<i>loon</i>	colour	لون

so the expression literally means “what’s your colour?”, in other words “how are you?” Other common greetings are

<i>shu akhbaarak?</i>	what's your news?	شو أخبارك؟
<i>kiif sahtak?</i>	how's your health?	كيف صحتك؟

Replies to all three greetings include

<i>tamaam</i>	fine	تمام
<i>maashi él-haal</i>	fine	ماشي الحال
<i>él-hamd ellah b-kheer</i>	fine thank you (lit. fine, praise be to God)	الحمد لله بخير

There is no fixed pattern for greetings, except that they are lengthy. Do not feel you have to economise with the number of times you ask someone how they are, and do take time over the greeting and try to sound like you mean it. The importance of warm greetings is illustrated by the saying

laqini w la tghaddiini لقيني و لا تغدينني
If you greet me warmly,
there is no need to feed me



1. Listen to the conversation and fill in the missing words.

- | | |
|---|-------------------------|
| A <i>sabaah él-kheer.</i> | أ صباح الخير. |
| B <i>sabaah _____.</i> | ب صباح _____. |
| A <i>kiifak?</i> | أ كيف؟ |
| B <i>él-hamd éllah. _____ énte? انت؟</i> | ب الحمد لله. _____ انت؟ |
| A <i>maashi él-haal. shu _____? شو _____؟</i> | أ ماشي الحال. شو _____؟ |
| B <i>tamaam _____ b-kheer.</i> | ب تمام. _____ بخير. |
| A _____ | أ _____ |

SAYING GOODBYE • When you leave someone's house, class or any gathering where you know people well, say

<i>khaatrak</i>	goodbye (to a man)	خاطرك
<i>khaatrek</i>	goodbye (to a woman)	خاطرك
<i>khaatrkon</i>	goodbye (to a group)	خاطركن

to which the reply is

mæg ées-salaame go with peace مع السلامة

If you wish to reply to this, say

<i>allah ysallmak</i>	may God keep you safe (to a man)	الله يسلامك
<i>allah ysallmek</i>	(to a woman)	الله يسلامك
<i>allah ysall'mkon</i>	(to a group)	الله يسلامكن

Take care not to say *mæg ées-salaame* مع السلامة if you are the one leaving.

Syrians do not say "goodbye" to taxi drivers, shop assistants or waiters. When you leave a taxi, shop or restaurant, simply say *shukran* شكرًا (thank you).

FUNCTION D: COUNTING AND USING NUMBERS



- ### **1. Listen to these numbers and then practise counting from 0-10.**

0	<i>séfr</i>	صفر
1	<i>waahed</i>	واحد
2	<i>tneen</i>	اثنين
3	<i>tlaate</i>	ثلاثة
4	<i>arbea</i>	أربعة
5	<i>khamse</i>	خمسة
6	<i>sétte</i>	ستة
7	<i>sabqa</i>	سبعة
8	<i>tmaane</i>	ثمانة
9	<i>tésbaa</i>	تسعة
10	<i>عashara</i>	عشرة

TELEPHONE NUMBERS → The simplest way to say your telephone number is by using single digits as follows:

sette, sette, sette, téſſa, tlaate, séſſr, tmaane ۷۷۷ ۹۲.۱

Although Arabic is written from right to left, you must read Arabic numbers from left to right. The question and answer you would use to ask for someone's telephone number is

A *shu raqam talifoonak?* أَ
شُو، قِمْ تَلْفُونَك؟

B رقم تليفوني ٦٦٦٩٣٠٨ *raqam talifooni 666-9308*

Note the pronouns *-i* (my) and *-ak* (your) are attached to *raqam talifoon* (telephone number).

- 2. Read these telephone numbers. Remember to begin reading the number from the left.**

a. ۱۶۷۸۷. ۱

b. 712.072

c. 11108.2

d. 40.1130

e. 98.1884

f. ۸۶۶۳..۸

g. ၁၇၃၁၁၂၈

h. 1.208.9



3. Listen to the conversation and write in the telephone number you hear.

A shu raqam talifoonak?

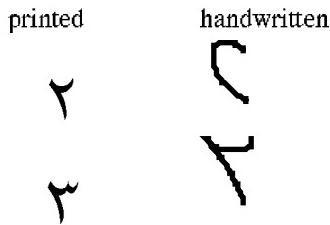
أ شو رقم تليفونك؟

B raqam talifooni _____

ب رقم تليفوني _____

Now work with a teacher or classmate. Take it in turn to ask each other your telephone number and note the number here:

HANDWRITTEN NUMBERS → All except two numbers look the same when written by hand. Unfortunately, a handwritten “three” looks like exactly like a printed “two”. Compare the printed and handwritten numbers below.



4. Listen to these numbers and then practise counting from 11-19.

11	<i>id-aꝫsh</i>	ايدعش	11
12	<i>tn-aꝫsh</i>	أتنعش	12
13	<i>tlétt-aꝫsh</i>	ثلعش	13
14	<i>arbat-aꝫsh</i>	أربتعش	14
15	<i>kham̄st-aꝫsh</i>	خمستعش	15
16	<i>sétt-aꝫsh</i>	ستعش	16
17	<i>sabat-aꝫsh</i>	سبتعش	17
18	<i>tmént-aꝫsh</i>	ثمنتعش	18
19	<i>tasat-aꝫsh</i>	تستعش	19



5. Listen to these numbers and then practise saying the multiples of 10.

20	<i>éshriin</i>	عشرين	٢٠.
30	<i>tlaatiin</i>	ثلاثين	٣٠.
40	<i>ar'bééjjiin</i>	أربعين	٤٠.
50	<i>khamsiin</i>	خمسين	٥٠.
60	<i>séttiin</i>	ستين	٦٠.
70	<i>sabééjjiin</i>	سبعين	٧٠.
80	<i>tmaaniin</i>	ثمانين	٨٠.
90	<i>tésééjjiin</i>	تسعين	٩٠.

DOUBLE DIGITS When counting numbers from 21 to 99, you begin from the right, not the left. In other words, 21 is “one-and-twenty”. Note that unlike when they are used alone, numbers 3-9 all end in an ‘a’ sound.



6. Listen to these assorted numbers between 21 and 99, then practise saying them.

21	<i>waahed w'-éshriin</i>	واحد و عشرين	٢١
32	<i>tneen w'-tlaatiin</i>	أثنين و ثلاثين	٣٢
43	<i>tlaata w-ar'bééjjiin</i>	ثلاثة و أربعين	٤٣
54	<i>ar'bééjja w-khamsiin</i>	أربعة و خمسين	٥٤
65	<i>khamsa w-séttiin</i>	خمسة و ستين	٦٥
76	<i>séetta w-sabééjjiin</i>	ستة و سبعين	٧٦
87	<i>sabééjja w'-tmaaniin</i>	سبعة و ثمانين	٨٧
98	<i>tmaanaa w-tésééjjiin</i>	ثمانة و تسعين	٩٨
29	<i>tésééjja w'-éshriin</i>	تسعة و عشرين	٢٩



7. Listen to these numbers and write them down as you hear them. If you can't write them in Arabic immediately, first write them in English then in Arabic when you have finished listening.

a. _____

b. _____

c. _____

d. _____

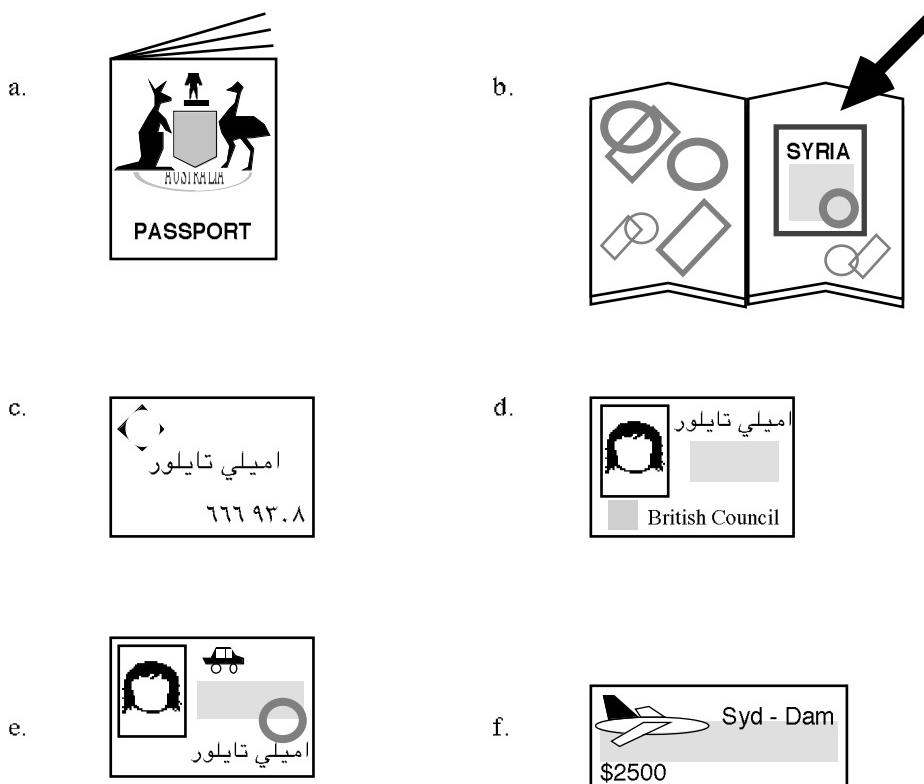
e. _____

f. _____

FUNCTION E: ASKING FOR AND OFFERING THINGS

1. Write these words under the appropriate picture. There may be more than one word for each picture.

<i>kar̄t</i>	name card	كرت
<i>bitaaqa (shakhsiyeh)</i>	card (id, name) (f)	بطاقة (شخصية)
<i>hawiyye</i>	id card (f)	هي
<i>shahaadet swaqa</i>	driver's licence (f)	شهادة سواقة
<i>tazkara</i>	ticket (f)	تدكرة
<i>ta'shiiret safar</i>	visa (f)	تأشيرة سفر
<i>jawaaz safar</i>	passport	جواز سفر
<i>basboor</i>	passport	بسبور



WHY SO MANY WORDS? Having more than one word in regular usage for the same object or idea is another frustrating feature of Arabic. These words have come from many sources, including classical Arabic, indigenous languages and foreign languages, especially Turkish, French and now English. At first, just try to memorise how to use one of the words perfectly, but be able to recognise the others.

2. Add the attached pronouns *ak / ek* أكـ (your) and *-i* إـيـ (my) to each of the words below. Remember *ataa marbuuta* at the end of a word will change to a 't'.

- a. *basboor*: بسبور :
- b. *kar̄t* : كرت :
- c. *hawiyye* : هوية :
- d. *bitaaqqa* : بطاقه :
- e. *shahaadet swaaqqa* : شهادة سواقة :
- f. *tazkara* : تذكرة :

GIVE ME...PLEASE => The expression *iza b̄étriid* إذا بتريـد literally means "if you want" but is most often used to mean "may I have...please" or simply "please". Depending on who you're speaking to, the ending changes as follows:

<i>iza b̄étriid</i>	please (to a man)	إذا بتريـد
<i>iza b̄étriidi</i>	please (to a woman)	إذا بتريـدي
<i>iza b̄étriidu</i>	please (to a group)	إذا بتريـدوا

Note that you don't pronounce the *Alif* written in Arabic at the end of *iza b̄étriidu* إذا بتريـدوا

You can add command verbs in front of this expression to be more precise about your request, for example

عـ <i>atiini...iza b̄étriid</i>	give me...please	عطـينـي...إذا بتريـد
وـ <i>arjiini...iza b̄étriid</i>	show me...please	وـرجـينـي...إذا بتريـد

HERE YOU ARE... => The most common way to offer somebody something is to say

<i>tfaddal</i>	here you are (to a man)	تفـضـل
<i>tfaddali</i>	here you are (to a woman)	تفـضـلي
<i>tfaddalu</i>	here you are (to a group)	تفـضـلـوا

This can be translated in several ways, including "here you are", "go ahead", "do..... please" or even "after you". Note that the *Alif* written in Arabic at the end of *tfaddalu* تـفـضـلـوا is not pronounced. Another word

<i>hayy</i>	here it is	هيـ
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is much more casual than *tfaddal* تـفـضـل *hayy* هيـ however is 'immutable'. ie, its form remains the same regardless of who is speaking or who is being spoken to.



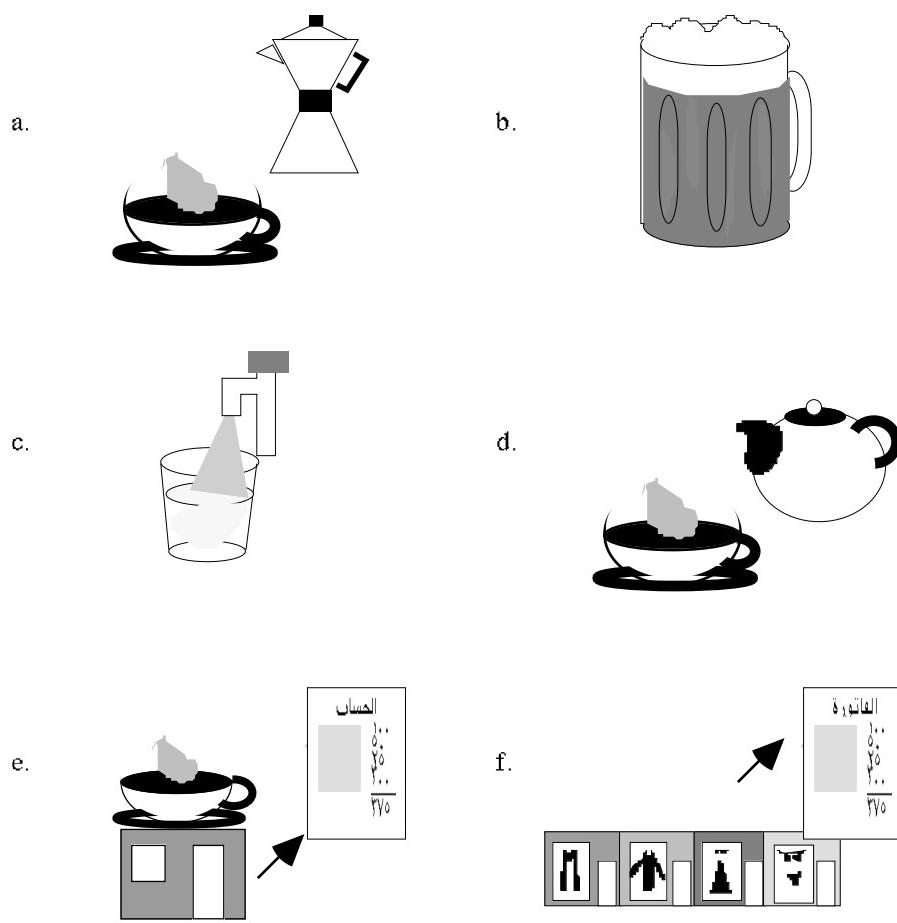
3. Listen to the conversation and fill in the missing words.

- A عـ *atiini* _____ *iza b̄étriid*. _____ إذا بتريـد. أ عـطـينـي _____
- B *tfaddal*. *hayy*, _____. _____. بـ تـفـضـلـ. هيـ، _____

Work with a teacher or classmate. Take it in turns to ask for the items in the previous exercise. Don't forget to make the necessary changes if you are speaking to a woman.

4. Write these words under the appropriate picture.

<i>shay</i>	tea	شاي
<i>biira</i>	beer (f)	بيرة
<i>qahwe</i>	coffee (f)	قهوة
<i>mayy</i>	water (f)	ماء
<i>lé-hsaab</i>	the bill (in a hotel, restaurant)	الحساب
<i>él-faatuura</i>	the receipt, the invoice (f)	الفاتورة



MAY I HAVE...PLEASE • Another way of asking for something politely is by using the word *mumken*... may... ممكن...

before a verb, for example

mumken adhud...iza bétriid may I have...please ممكن أخذ...إذا بترىد

EXPRESSING THANKS => You can thank people by simply saying

<i>shukran</i>	thank you	شُكْرًا
<i>shukran ktir</i>	thank you very much	شُكْرًا كثِيرًا

or, if someone has actually given you something--a cup of tea for example--you may say "may your hands be kept safe"

<i>yéslamu iideek</i>	(to a man)	يَسْلَمُوا إِلَيْكَ
<i>yéslamu iideeki</i>	(to a woman)	يَسْلَمُوا إِلَيْكِي

RESPONDING TO THANKS => If someone thanks you by saying *yéslamu iideek* يَسْلَمُوا إِلَيْكَ, you should reply "and yours"

<i>w iideek</i>	(to a man)	وَ إِلَيْكَ
<i>w iideeki</i>	(to a woman)	وَ إِلَيْكِي

Otherwise, you can respond with any one of the following expressions

<i>qafwan</i>	you're welcome (<i>also excuse me</i>)	عَفْوًا
<i>walau</i>	not at all, don't mention it	ولَوْ

<i>tékram</i>	you're welcome (to a man)	تَكْرِم
<i>tékrami</i>	you're welcome (to a woman)	تَكْرِمِي
<i>tékramu</i>	you're welcome (to a group)	تَكْرِمُوا

tékram تَكْرِم can mean "at your service", "with pleasure", "certainly" or "you're welcome". You will also hear the expressions

<i>ala qeeni</i>	you're welcome (upon my eyes)	عَلَى عَيْنِي
<i>ala raasi</i>	you're welcome (upon my head)	عَلَى رَأْسِي

Note that *qafwan* عَفْوًا is also used to mean "excuse me".



5. Listen to the conversation and fill in the missing words.

- | | | |
|---|-----------------------------------|------------------|
| A | <i>mumken aakhud</i> _____ | أ ممکن اخد _____ |
| | <i>iza bétriid.</i> | إذا بتريد. |
| B | <i>hayy</i> _____ <i>tfaddal.</i> | ب هي _____ تفضل. |
| A | <i>shukran.</i> | أ شكرًا. |
| B | <i>tékram.</i> | ب تكرم. |

Now work with a teacher or classmate. Take it in turns to order drinks.

FUNCTION F: TELLING THE TIME

QUESTION “HOW MUCH” ➔ The word for time *és-saaqaa* الساعۃ used in the expression “what’s the time?” is the same word used in Arabic for “o’clock”, “clock” “watch” and “hour”. The word used for “what” is not *sho* شو but *qaddeesh* قدیش which literally means “how much”. The question you use to ask someone for the time is

qaddeesh és-saaqaa? قدیش الساعۃ؟

The numbers you use after *és-saaqaa* الساعۃ are exactly the same as the numbers you have already learnt to count with, except for one and two o’clock. Look how one and two change:

<i>waahed</i> > <i>és-saaqaa waahide</i>	one o’clock	واحد > الساعۃ واحدة
<i>tneen</i> > <i>és-saaqaa téenteen</i>	two o’clock	ثنتین > الساعۃ ثنتین

This is because *és-saaqaa* الساعۃ is feminine and must be described by feminine numbers.

“TO” VERSUS “PAST” THE HOUR ➔ The word *w* و (and) is used to mean “past” the hour while *élla* لا (less) is used to mean “to” the hour. Small units of time follow the hour for example

<i>sabعa....</i>seven	سبعة...
<i>...w khamse</i>	5 past...	و خمسة...
<i>...w عashara</i>	10 past...	و عشرة...
<i>...w rébe</i>	quarter past...	و ربع...
<i>...w télt</i>	20 ('a third') past...	و ثلث...
<i>...w néss</i>	half past...	و نص...
<i>...élla télt</i>	20 ('a third') to...	إلا ثلث...
<i>...élla rébe</i>	quarter to...	إلا ربع...
<i>...élla عashara</i>	10 to...	إلا عشرة...
<i>...élla khamse</i>	5 to...	إلا خمسة...

And although such precise timing would rarely be used:

<i>...w néss élla khamse</i>	25 past...	و نص إلا خمسة
<i>...w néss w khamse</i>	25 to...	و نص و خمسة

FRACTIONS ➔ Notice that 15, 20 and 30 minutes of the hour are always described as fractions

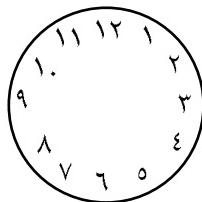
<i>rébe</i>	a quarter	ربع
<i>télt</i>	a third	ثلث
<i>néss</i>	a half	نص

“EXACTLY” VERSUS “ABOUT” ➔ Other useful expressions you can add after the hour are

<i>tamaam</i>	exactly	تمام
<i>hawaali</i>	about	حوالي
<i>taqríiban</i>	about	تقريباً



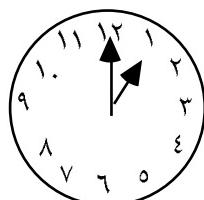
1. Listen to the conversation and fill in the time.

A *qaddeesh és-saaqa?*B *és-saaqa _____*

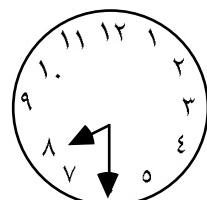
أ قدیش الساعۃ؟

ب الساعۃ _____

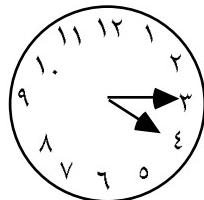
Now work with a teacher or classmate. Take it in turns to ask each other the time.
Answer reading the clocks below.



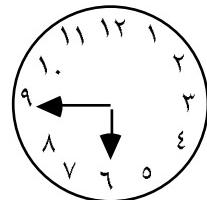
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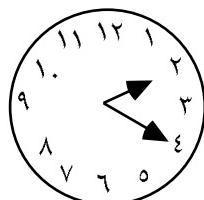
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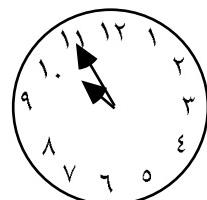
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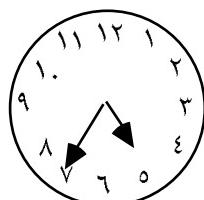
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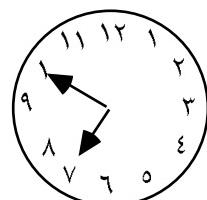
e.



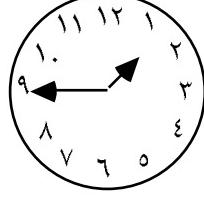
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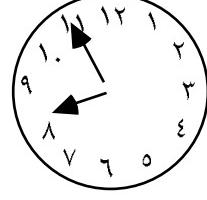
g.



h.



i.



j.

QUESTION “WHAT TIME” => The word *ayy* أي (which) is used before *saaq'a* (time) to mean “what time” as distinct from “what is the time”. Compare these sentences:

<i>ayy saaq'a éd-dars?</i>	What time is class?	أي ساعة الدرس؟
<i>qaddeesh és-saaq'a hallaq?</i>	What is the time now?	قدیش الساعة هلق؟

TIMES OF THE DAY => Below are some useful expressions of times of the day:

<i>é-s-séb'h</i>	in the morning	الصباح
<i>baq'd éd-déh'r</i>	in the afternoon	بعد الظهر
<i>él-qaṣ'ir</i>	in the late afternoon	العصر
<i>él-masa</i>	in the evening	المسا
<i>b-él-leel</i>	at night	بالليل

QUESTION WORD “WHEN” => There are several words in Arabic that can be translated as “when” including *eemta*, *إيمتى*, *lamma* لـ and *waqt ma* وقت ما . وقت ما The question word *eemta*, *إيمتى* is used in sentences like

<i>eemta éd-dars?</i>	When is the class?	إيمتى الدرس؟
<i>eemta dawaamak?</i>	When are your working hours?	إيمتى دوامك؟

while *lamma* لـ and *waqt ma* وقت ما are used in sentences like “the class will begin when the teacher arrives” and will be discussed later.

DAYS OF THE WEEK => In Arabic, the week begins on Sunday with the first five days being named day “one”, “two”, “three” “four” and “five”. Friday--the Muslim holy day and official weekend in Syria--literally means “the day of gathering” while Saturday means “the Sabbath”.

 <i>yoom é-l-ahad</i>	Sunday	يوم الاحد
<i>yoom é-t-taneen</i>	Monday	يوم الاثنين
<i>yoom é-t-talaata</i>	Tuesday	يوم الثلاثاء
<i>yoom é-l-arb'ع a</i>	Wednesday	يوم الأربعاء
<i>yoom é-l-khamis</i>	Thursday	يوم الخميس
<i>yoom é-jém'a</i>	Friday	يوم الجمعة
<i>yoom é-s-sab't</i>	Saturday	يوم السبت

Note that the word *yoom* يوم (day) is often dropped.



2. Listen to the conversation and fill in the missing words.

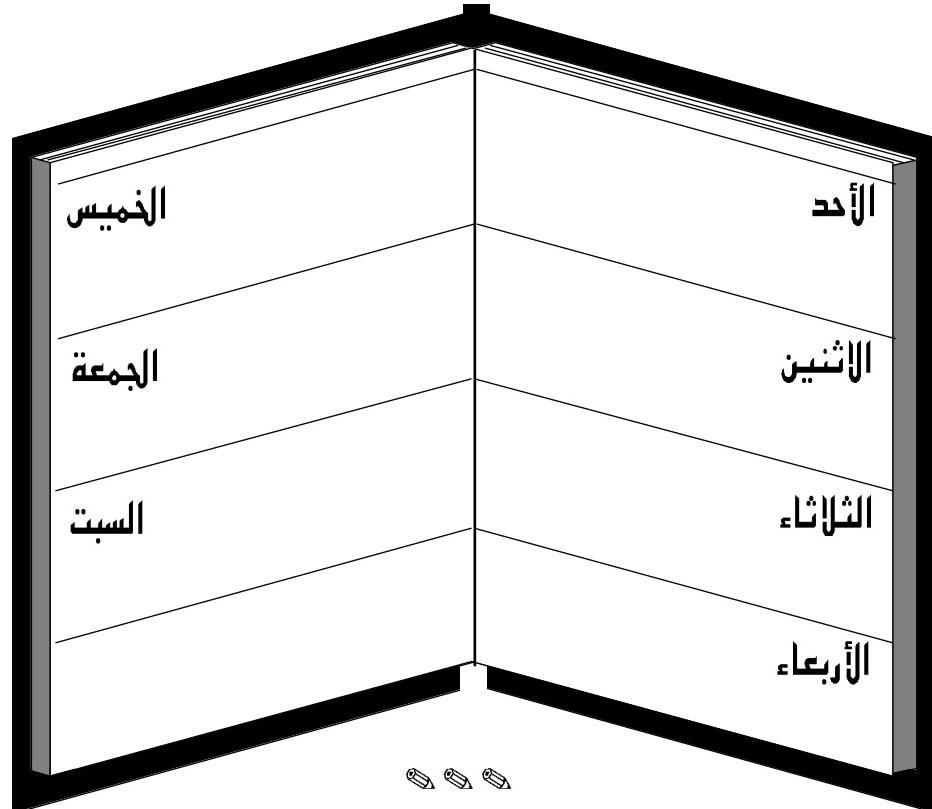
- | | |
|-------------------------------|-------------------------------|
| A <i>eemta éd-dars?</i> | أ إيمتى الدرس؟ |
| B <i>éd-dars yoom _____ w</i> | ب الدرس يوم _____ و _____ يوم |
| <i>yoom _____</i> | _____ |
| A <i>ayy saaq'a?</i> | أ _____ ساعة |
| B <i>és-saaq'a _____</i> | ب الساعة _____ |

This week's schedule.

<i>yoom �-ahad</i>	<i>dars �-�arabi</i>	(٩, ..)	درس العربي	الاحد
<i>yoom �-taneen</i>	<i>�l-�jtimaa�</i>	(١١, ٣٠)	الاجتماع	يوم الاثنين
<i>yoom �-talaata</i>	<i>dars �-�ngliizi</i>	(٤, ٤٥)	درس الانكليزي	يوم الثلاثاء
<i>yoom �-ar�b�a�</i>	<i>�l-hafle �l-musiqiyye</i>	(٨, ..)	الحفلة الموسيقية	יום الاربعاء
<i>yoom �-khamis</i>	<i>�l-hafle</i>	(١٠, ..)	الحفلة	يوم الخميس
<i>yoom �-jume�a</i>	<i>�l-�et�le</i>		العطلة	يوم الجمعة
<i>yoom �-sab�t</i>	<i>�l-r�hle</i>	(٧, ..)	الرحلة	يوم السبت

Now work with a teacher or classmate. Only one of you should refer to the information above while the other asks about these appointments and fills in the diary below.

- | | | |
|---------------------------------|-----------------------|------------------|
| a. <i>dars  - arabi</i> | Arabic lesson | درس العربي |
| b. <i>dars  - ngliizi</i> | English lesson | درس الانكليزي |
| c. <i> l-hafle</i> | party | الحفلة |
| d. <i> l-hafle  l-musiqiyye</i> | concert | الحفلة الموسيقية |
| e. <i> l- et le</i> | holiday (the weekend) | العطلة |
| f. <i> l-r hle</i> | trip | الرحلة |
| g. <i> l- jtimaa </i> | meeting | الجتماع |



READING

TIP 1 Look at what happens when you combine *Alif* and *Laam* in different ways

$$\mathcal{J} = \mathcal{J} + 1$$

$$\gamma = 1 + \zeta$$

$$|\Pi| / |\lambda| = I + J + I$$

العدد ١ + ج + ج + ١

TIP 2 At the end of a word an *Alif* can look like this ل or like this ی. The latter is called a "Broken Alif" or *Alif Makuura* and is written just like a *Yaa* ی but without the dots.

1. Read the Arabic road signs to places in Syria on the right. Then find the English equivalent and fill in the distance.

Palmyra _____ km حمص ٢٥ كم

Lattakia _____ km تدمر ٣٥ كم

Bosra _____ km حماة ٩٠ كم

Damascus _____ km دير الزور ٨٥ كم

TIP 3 → There are several possibilities for the way an *Alif* may look and sound at the beginning of a word either with, or without, a *Hamza* ـ, for example

a	<i>allah</i>	الله
é	<i>ésm</i>	اسم
o	<i>ostraalya</i>	استراليا
a	<i>ana</i>	أنا
é	<i>émta</i>	إيمتي
i	<i>iyyaam</i>	أيام
o	<i>omawiyiin</i>	أمويين

2. Read the conversation out aloud without referring to the transliteration and answer the questions.

جون: صباح الخير.

المعلم: صباح الخيرات.

جون: اسمي جون. أنا من بريطانيا. و أنت منين؟

المعلم: أنا من سوريا. أنت طالب؟

جون: لا، أنا صحفي.

المعلم: صحفي؟ حلو كثير. أهلا و سهلا فيك بالشام.

منين المعلم؟ a.

شو بيشتغل جون؟ b.



PRONUNCIATION

Listen and repeat these words, paying close attention to the difference in the sounds.



1. *s*, *d* د and *t* ت versus *ص*, *d* د and *t* ط .

a. <i>siin</i>	سین	b. <i>šiin</i>	صین
c. <i>saar</i>	سار	d. <i>šaar</i>	صار
e. <i>mada</i>	مدى	f. <i>mada</i>	مضى
g. <i>darb</i>	درب	h. <i>šarb</i>	ضرب
i. <i>tiin</i>	تين	j. <i>šün</i>	طين
k. <i>taab</i>	تاب	l. <i>šaab</i>	طاب



2. *h* ح versus *ħ* ح .

a. <i>haan</i>	هان	b. <i>ħaan</i>	حان
c. <i>haras</i>	هرس	d. <i>ħaras</i>	حرس
e. <i>nah̄r</i>	نهر	f. <i>baħr</i>	بحر
g. <i>shaah</i>	شاه	h. <i>saħħ</i>	ساح



3. *kh* خ versus *gh* غ .

a. <i>khaab</i>	خاب	b. <i>ghaab</i>	غاب
c. <i>kharas</i>	خرس	d. <i>gharad</i>	غرض
e. <i>nakhl</i>	نخل	f. <i>naghām</i>	نغم
g. <i>sheikh</i>	شيخ	h. <i>balaagh</i>	بلاغ



II Turn the meter on please

مهكن تشغّل العداد



CONVERSATION

1. Emily has just come out of the airport. Listen to the conversation. Do not look at the book while you are listening. What place names do you hear?
2. Now listen again. What is the price?

إميلي: تكسي! فندق دمشق إذا بتريد.

السائق: وين الفندق؟

إميلي: بساحة باب توّما.

السائق: تكرمي.

إميلي: مهكن تشغّل العداد إذا بتريد.

السائق: مدام، ما في عداد على طريق المطار.
العداد بقلب البلد بس.

إميلي: ماشي، قديش بتريد؟

(بعد ٣٠ دقيقة) السائق: بس أربع مية ليرة.

إميلي: شو اسم هالجبل؟

السائق: هدا جبل قاسيون.

إميلي: و شو هدا هون عالشمال؟

السائق: هدا سور المدينة القديمة...و هي ساحة باب توّما،

و هونيك الفندق.

إميلي: تفضل، هي أربع مية ليرة. شكرًا.

ARABIC TRANSLITERATION ••

- E: *taksii! fénðoq dimashq iza bétriid.*
 S: *ween él-fénðoq*
 E: *b-saahet Baab Tuuma*
 S: *tékrami.*
 E: *mumken shaghghel él-zaddaad iza bétriid.*
 S: *madaam, maa fi zaddaad ala tariiq él-mataar.
él-zaddaad b-qalb él-balad bass.*
 E: *maashi, qaddeesh bétriid?*
 S: *bass arbae miit leera.* (30 minutes later)
 E: *shu ésm ha-j-jabal?*
 S: *haada jabol Qaasiuun.*
 E: *w shu haada hoon a-sh-shmaal?*
 S: *haada suur él-madiine él-qadiime...
w hayy saahet Baab Tuuma, w huniik él-fénðoq!*
 E: *tfaddal. hayy arbae miit leera. shukran.*

**VOCABULARY ••****Nouns**

<i>taksii</i>	taxi	تکسی
<i>fénðoq dimashq</i>	Damascus Hotel	فندق دمشق
<i>saahha</i>	square, circle (f)	ساحة
<i>saahet Baab Tuuma</i>	Bab Touma' Square	ساحة باب توما
<i>zaddaad</i>	meter	عدد
<i>qalb</i>	heart	قلب
<i>balad</i>	town	بلد
<i>tariiq</i>	road	طريق
<i>mataar</i>	airport	مطار
<i>arbae miyye (miit + leera)</i>	four hundred	أربع مية
<i>leera</i>	Syrian pound	ليرة
<i>jabal</i>	mountain	جبل
<i>jabal Qaasiuun</i>	Mount Qaasiuun	جبل قاسيون
<i>suur</i>	wall	سور
<i>él-madiine él-qadiime</i>	the Old City	المدينة القديمة

Adjectives

<i>shmaal</i>	left	شمال
---------------	------	------

Verbs

tshaghghel (*el-عَدَادِ*) turn on (the meter) تشغل (العداد)

Grammatical Words

<i>ween</i>	(question word) where	وين
<i>b-</i>	on	ـ
<i>maafii</i>	there is no	ما في
<i>bass</i>	only	بس
<i>ha- (+ l-)</i>	this, that	ـهـ (ـلـ +)
<i>haada</i>	this, that	هدا
<i>hayy</i>	this, that	هي
<i>hoon</i>	here	هون
<i>huniik</i>	there	هونيك
<i>fii</i>	is there....? (there is...)	في
<i>عـ</i>	on	ـعـ

Expressions

<i>qaddeesh</i>	how much	قديش
<i>bétriid</i>	you want (to a man)	بترید

ENGLISH TRANSLATION ↔

- E: Taxi! The Damascus Hotel please.
- S: Where is it?
- E: On Baab Touma Square.
- S: Okay.
- E: Turn the meter on please.
- S: There is no meter on the airport road. Only in the centre of town.
- E: Ok. How much will it be?
- S: Just 400 lira. (30 minutes later)
- E: What's the name of that mountain?
- S: That's Mount Qaasiun.
- E: And what's this here on the left?
- S: That's the wall of the old city...and here's Baab Touma Square, and there's the hotel.
- E: Here you are, 400 lira. Thank you.

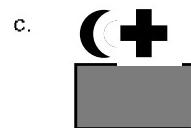
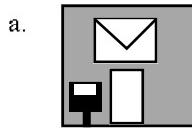
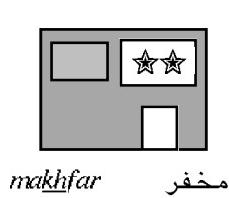
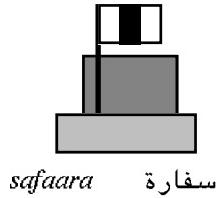
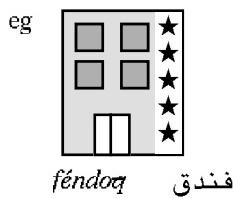


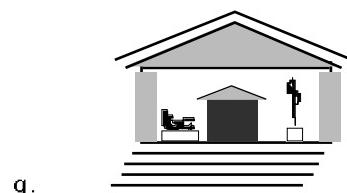
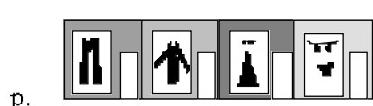
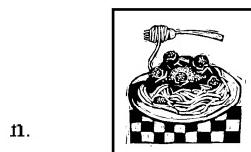
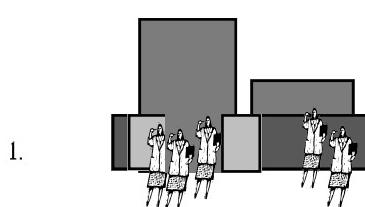
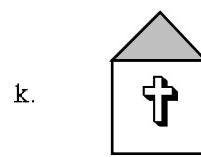
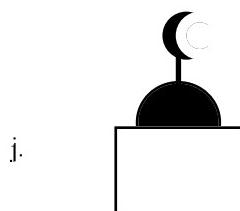
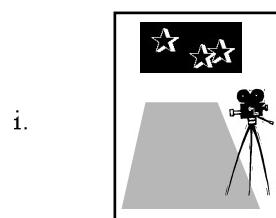
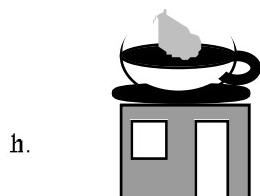
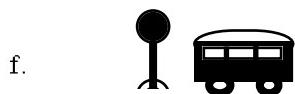
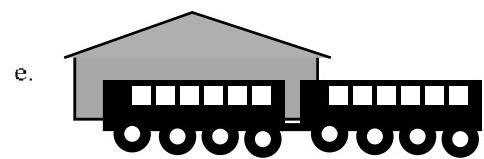
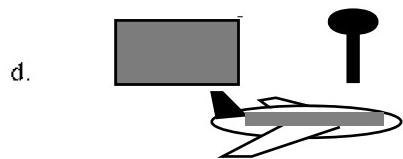
EXERCISES

FUNCTION A: LOCATING PLACES IN DAMASCUS

1. Write these words under the appropriate picture.

<i>mataar</i>	an airport	مطار
<i>masraf</i>	a bank	مصرف
<i>mat̄am</i>	a restaurant	مطعم
<i>mak̄far</i>	a police station	مخفر
<i>mathaf</i>	a museum	متحف
<i>mawqeef baas</i>	a bus stop	موقع باص
<i>suuq</i>	a market	سوق
<i>féndoq</i>	a hotel	فندق
<i>bariid</i>	a post office	بريد
<i>jaamē</i>	a mosque	جامع
<i>jaam̄a</i>	a university (f)	جامعة
<i>safaara</i>	an embassy (f)	سفارة
<i>siinama</i>	a cinema (f)	سينما
<i>kniise</i>	a church (f)	كنيسة
<i>qahwe</i>	a coffee shop (f)	قهوة
<i>madrase</i>	a school (f)	مدرسة
<i>maktabe</i>	a library, a bookshop (f)	مكتبة
<i>m̄estashfa</i>	a hospital (f)	مستشفى
<i>kaaziyye</i>	a petrol station (f)	كازينيّة
<i>mhattet él-qitaar</i>	a railway station (f)	محطة القطار





THE DEFINITE ARTICLE => In addition to all nouns in Arabic being either masculine or feminine, they are also ‘definite’ or ‘indefinite’. *é'l-* لـ attached to the beginning of a noun makes it definite. What is definite? All proper nouns such as “Syria” and names of people, and pronouns such as “I” and “she” are definite. The most obvious marker however, is *é'l-* لـ before a noun. The first meaning of *é'l-* لـ is “the”, for example

é'l-féndoq

the hotel

الفندق

Remember if a word begins with a “sunletter” the ‘t’ sound disappears and the sunletter is doubled and if a word begins with a consonant cluster, the ‘é’ changes position (pp 19).

é'l- لـ is also used in Arabic, when no article is used in English, for example, when you speak about things is general or about abstract concepts as in “countries have borders” and “politics is interesting”. In these sentences no article is used in English for either “countries” or “politics”, but *é'l-* لـ is used in Arabic. We will practise this type in a later chapter.

THE INDEFINITE ARTICLE => There is no indefinite article like “a” or “an”. How do you know if a word is indefinite? Simply, if *é'l-* لـ is not used, and the word is an ordinary noun, the word is indefinite. This means that “a” or “an” is used in English, for example

féndoq

a hotel

فندق

“THIS” AND “THAT” DEMONSTRATIVES => There is a masculine and feminine form for all Arabic words except non-human nouns (which are either masculine or feminine). Even the demonstratives ‘this’ and ‘that’ have a masculine and a feminine form:

haad(a)

this / that (m)

هذا

hayy

this / that (f)

هي

hadool

these

هذول

hadaak

that over there (m)

هذاك

hadiik

that over there (f)

هديك

hadoliik

those over there

هذوليك

Note that although there is no *Alif* ا written in Arabic between the *h* هـ and *d* دـ of *haada* هذا, it is pronounced with a long ‘aa’ sound. Look how it can be used to ask a simple question:

shu haada?

what's that/this? (m)

شو هذا؟

shu hayy?

what's that/this? (f)

شو هي؟

miin haada?

who's that (man)?

مین هذا؟

miin hayy?

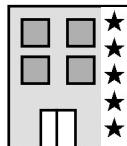
who's that (woman)?

مین هي؟



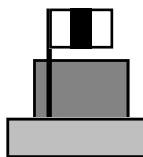
2. Listen and check that you have written the correct word under each picture in the previous exercise.

A *shu haada?*



أ شو هذا؟

B *haada* _____.



ب هذا _____

A *w shu hayy?*

أ و شو هي؟

B *hayy* _____.

ب هي _____

STREET, CIRCLE AND DISTRICT NAMES => In Damascus, only a few street names are commonly known and used. More commonly used are the names of circles (or squares) and districts. The words

<i>shaare</i> شارع	a street	شارع
<i>saaha</i>	a circle, a square	ساحة
<i>mantiqa</i>	an area, a district	منطقة

come before the names of the street, circle or district the preposition *b-* (in), for example

<i>b-shaare</i> <i>Baghdaad</i>	on Baghdad Street	بشارع بغداد
<i>b-shaare</i> <i>és-Sawra</i>	on Thawra Street	بشارع الثورة
<i>b-saahet él-Merje</i>	on Martyrs' Square	بساحة المرجة
<i>b-saahet él-Omawiyiin</i>	on Omayyad Circle	بساحة الامويين
<i>b-mantiqet él-Maalki</i>	in the Malki district	بمنطقة المالكي
<i>b-mantiqet Abu Remmaane</i>	in the Abu Remaane area	بمنطقة أبو رمانة

Note that when you add a name after the words *saaha* ساحة and *mantiqa* منطقة, the final *taa marbuuta* ة is pronounced as 'et'.

Martyrs' Square--officially named *saahet ésh-Shuhada'* --ساحة الشهداء--is the central square in downtown Damascus. Omayyad Circle, at the other end of town is at the head of the *Autostraad* (Autostrad) which leads to outlying suburbs. Amongst non-Syrian locals it is also known as "Oh My God Circle" because seven roads feed traffic in and out, causing the most hectic traffic conditions. Some well known districts in Damascus are

<i>él-Mezze</i> <i>ésh-SHariqyye</i>	East Mezze	المزة الشرقية
<i>él-Mezze</i> <i>él-GHarbiyye</i>	West Mezze	المزة الغربية
<i>él-Mezze</i> <i>él-Qadiime</i>	Old Mezze	المزة القديمة
<i>él-Baraamke</i>	Baramkeh	البرامكة
<i>él-Maalki</i>	Malki	المالكي
<i>Abu Remmaane</i>	Abu Remaane	أبو رمانة
<i>él-Muhaajriin</i>	Muhaajriin	المهاجرين
<i>Rék'n éd-Diin</i>	Rukn Ed-Diin	ركن الدين
<i>ésh-SHaqlaan</i>	Shaaalan	الشعلان
<i>Baab Tuuma</i>	Bab Touma	باب توما
<i>él-Qassaaq</i>	Kassaa	القصاع
<i>él-Hariqa</i>	Hariqa	الحرقة

COMPASS POINTS => The four points of the compass are:

<i>shmaal</i>	north	شمال
<i>janoob</i>	south	جنوب
<i>sharq</i>	east	شرق
<i>gharb</i>	west	غرب

QUESTION WORD “WHERE” => The word *ween* (where) is used at the beginning of the sentence and marks a question.

ween él-féndoq?

weeno?

where is the hotel?

where is he / it?

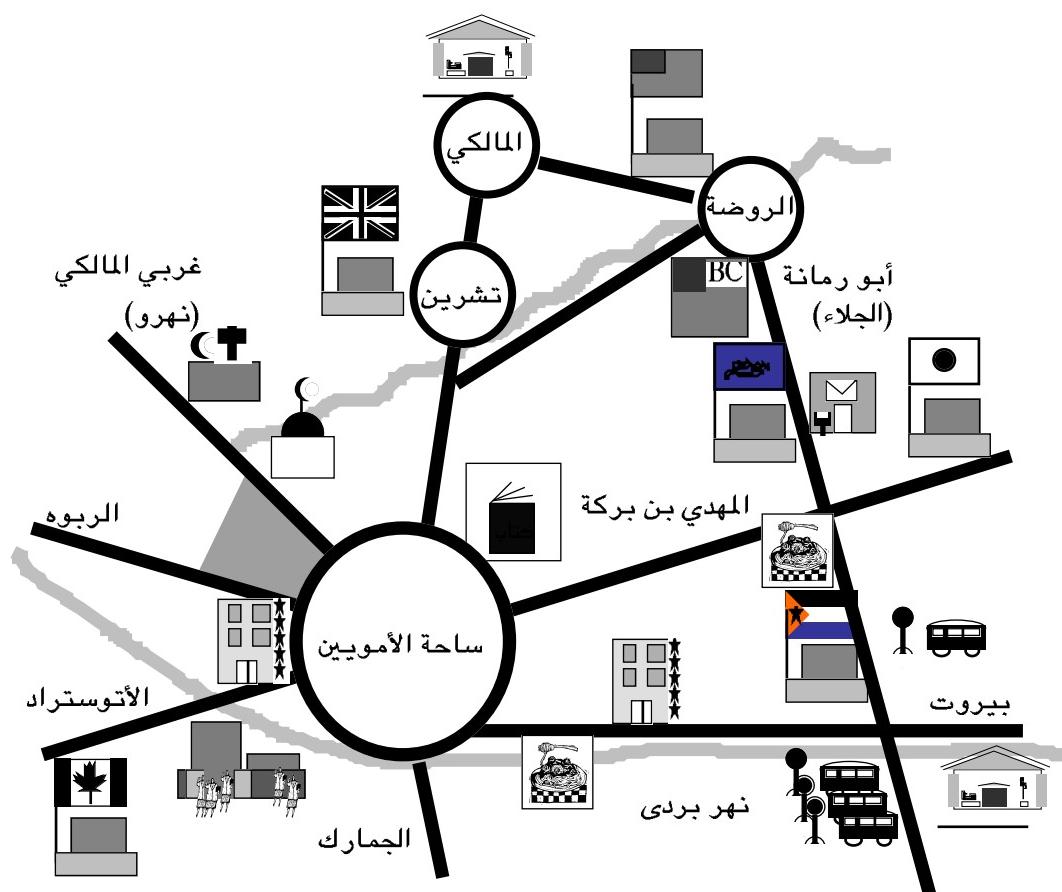
وين الفندق؟

وينه؟

Note that pronouns can be attached to the end of *ween*.

3. Look at Map 1 and read all the street and circle names. Transliterate them to help you to remember them.

MAP 1



4. Refer to the Map 1 and ask where the buildings are, for example

A *ween él-méstashfa?*

أ وين المستشفى؟

B *b-shaare gharbi él-Maalki*

ب بشارع غربي المالكي.

PREPOSITIONS => Below are five prepositions useful in locating places.

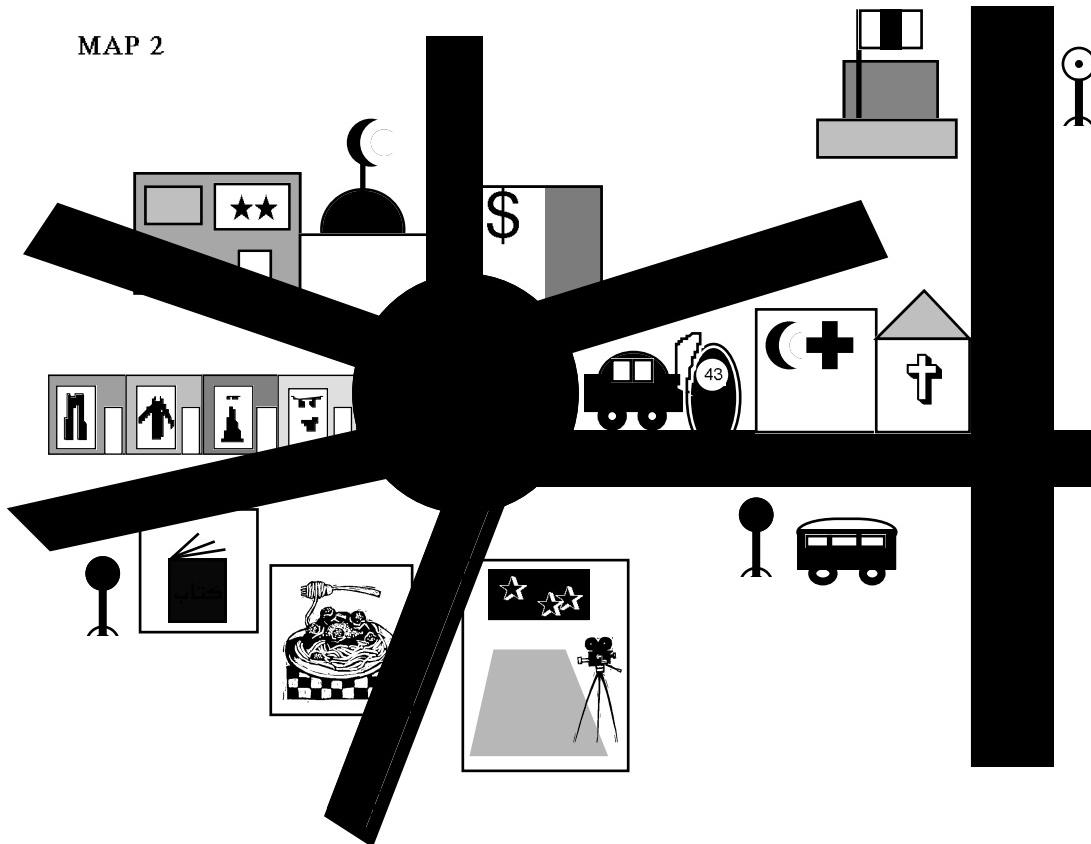
<i>janb</i>	next to	جنب
<i>been</i>	between	بين
<i>mwaajeh</i>	opposite	مواجه
<i>qabl</i>	before	قبل
<i>baqd</i>	after	بعد

5. Look at Map 2 and complete these sentences using a preposition, for example

eg *é'l-méstashfa* *been* *é'l-kaaziiyye* *wlé-kniise*.

- a. *é's-siinama* _____ *é'l-mat'am*. السينما _____ المطعم.
- b. *é's-suūq* _____ *él-maktabe*. السوق _____ المكتبة.
- c. *é's-soafaara* _____ *mawqeef é'l-baas*. السفارة _____ موقف الباص.
- d. *é'l-mdkhfar* _____ *él-jaameع*. المخفر _____ الجامع.
- e. *lé-kniise* _____ *é'l-méstashfa*. الكنيسة _____ المستشفى.
- f. *é'l-kaaziiyye* _____ *é'l-méstashfa*. الكازبيّة _____ المستشفى.

MAP 2



Work with a teacher or classmate. Take it in turns to ask where the buildings are using *ween...? وين...*

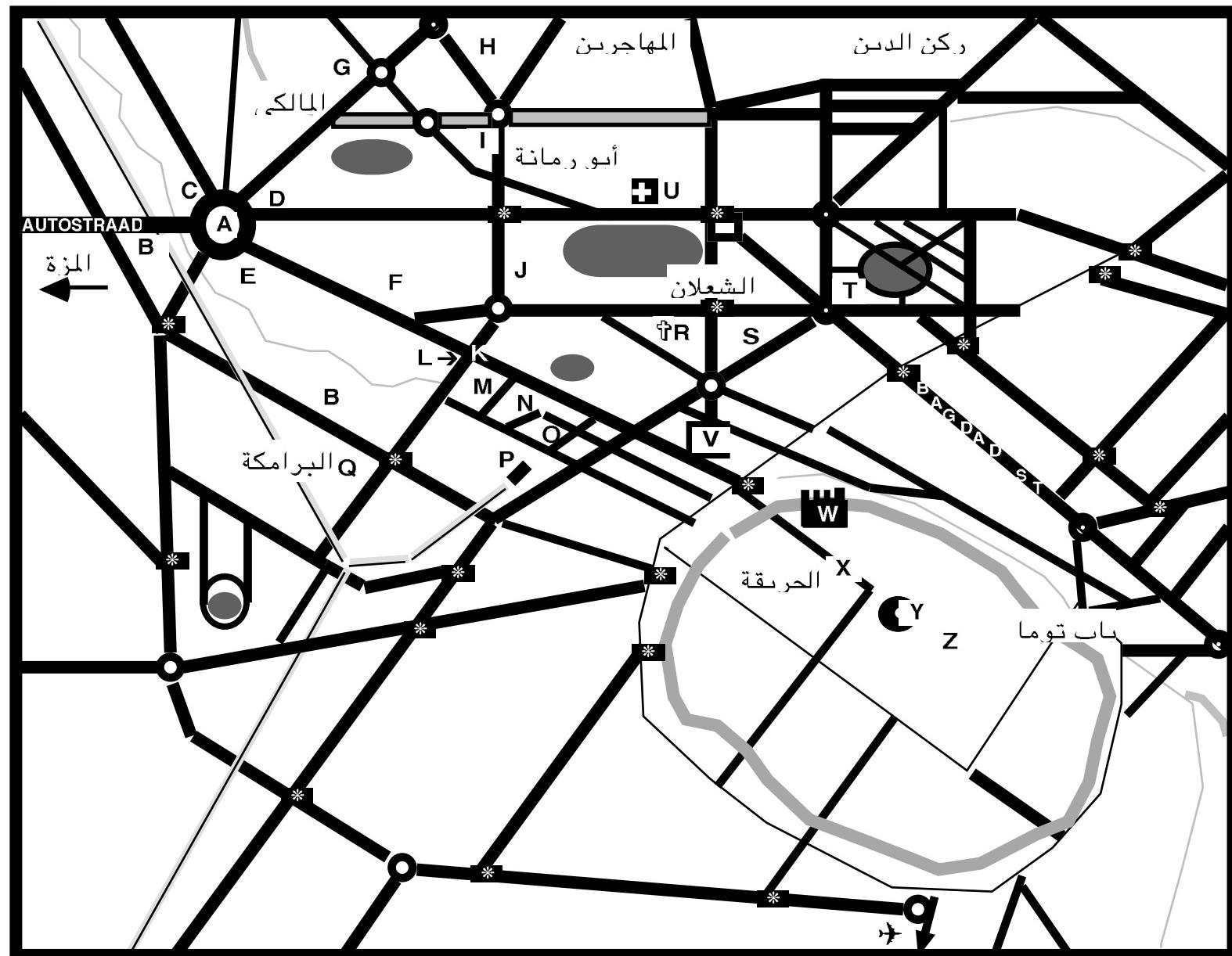
6. This is the index to Map 3. Write the English names for these places in the space provided. After you have tried to complete the list without assistance, refer to the English list on page 68 (be careful, the English names are not in the same order!) Do not try to memorise all these names at once. This map is for your reference only.

A <i>sachet él-Omawiyiin</i>	ساجة الأمويين
B <i>jaamq et Dimashq</i>	جامعة دمشق
C <i>féndoq Sheeraaton</i>	فندق شيراتون
D <i>maktabet él-Assad él-wataniyye</i>	مكتبة الاسد الوطنية
E <i>daar él-oobeera</i>	دار الأوبرا
F <i>féndoq Meridian</i>	فندق مريديان
G <i>és-safaara lé-britaaniyye</i>	السفارة البريطانية
H <i>és-safaara l-ameerkiye</i>	السفارة الاميركية
I <i>él-majles éth-thaqafi lé-briitaani</i>	المجلس الثقافي البريطاني
J <i>él-maqhad lé-fransi</i>	المعهد الفرنسي
K <i>jésr ér-ra'iis</i>	جسر الرئيس
L <i>mhaqqet él-baas</i>	محطة الباص
M <i>él-mathaf él-watani</i>	المتحف الوطني
N <i>él-mathaf él-harbi</i>	المتحف الحربي
O <i>él-bariid él-markazi</i>	البريد المركزي
P <i>mhaqqet él-qitaar él-Hijaaaz</i>	محطة القطار الحجاز
Q <i>maktab él-hijraw él-jawaazaat</i>	مكتب الهجرة و الجوازات
R <i>kniiset él-laatiin</i>	كنيسة اللاتين
S <i>maktab és-siyaaha</i>	مكتب السياحة
T <i>él-maṣraf él-markazi</i>	المصرف المركزي
U <i>méstashfa ét-télyaaní</i>	مستشفى الطلياني
V <i>sachet ésh-shuhada'</i>	ساحة الشهداء
W <i>él-qalqa</i>	القلعة
X <i>suuq él-Hamiidiyye</i>	سوق الحميدية
Y <i>él-jaameq él-Omawi</i>	الجامع الأموي
Z <i>qahwet én-Noofara</i>	قهوة النوفرة

Legend: Write the Arabic next to the appropriate symbol on the map.

<i>nahér</i>	نهر
<i>saaha</i>	ساحة
<i>suur él-madiine él-qadiime</i>	سور المدينة القديمة
<i>ishaaret él-méruur</i>	إشارة المرور
<i>jneene, hadiqa</i>	جنينة، حديقة

Map 3 (Damascus)



English Names for Index to Map 3

Sheraton Hotel	Tourist Information Office
Meridian Hotel	Hejaz Train Station
Omayyad Circle	Omayyad Mosque
Martyrs' Square	Damascus University
Central Bank	Central Post Office
Opera House	Al-Assad National Library
Italian Hospital	Latin Church
National Museum	Military Museum
Hamidiyye Souq	Office of Immigration and Passports
bus station	citadel
US Embassy	President's Bridge
British Embassy	coffee shop "Noofara"
British Council	French Institute
a river	a circle, a square
a traffic light	the wall of the Old City
a park	

Now look at the map and write all the district names you can find--and any other ones you happen to know--in the spaces below.

FUNCTION B: CATCHING A TAXI

GIVING DIRECTIONS Below are some useful expressions for directing a taxi.

<u>shaghghel</u> él-عَدَاد	turn the meter on	شغل العداد
<u>rooh</u> ...	go...	روح...
...dégħri	...straight ahead	دغري...
...qéddaaм shwayye	...a little further	قادم شوية...
...la (s-saaha)	...to (the circle)	(الساحة)...
baħdeen	then, after	بعدين
lēff عَ...	turn to	لفّ ع...
...él-yamiin	...the right	اليمين...
...él-yasaar	...the left	اليسار...
...ésh-shmaal	...the left	الشمال...
lēff عَand...	turn at...	لفّ عند...
...ishaaret él-méruur	...the traffic lights	إشارة المرور...
...awwal ishaaret méruur	...the first traffic lights	أول إشارة مرور...
...taani ishaaret méruur	...the second traffic lights	ثاني إشارة مرور...
...akkher ishaaret méruur	...the last traffic lights	آخر إشارة مرور...
khud...	take...	خذ...
...awwal dakkile عَا-l-yamiin	...the first turn on the right	أول دخلة عاليمين...
hoon عَandak	stop here	هون عندك

The second commonly used word for “left” ésh-shmaal الشمّال actually means “north” because when someone faces Mecca in the east, north is on the left.

It is best not to give overly complicated directions to a taxi driver. The most effective method is to give ONE direction just before you need it.



1. Listen to the conversation and fill in the missing words.

- | | |
|---------------------------------|------------------------|
| A taksii! él-majles éth-thaqafî | أ تكسي! المجلس الثقافي |
| lé-briūtaani iza bétriid. | البريطاني إذا بتريد. |
| B _____ él-majles? | ب المجلس؟ |
| A b-Abu Remmaane. | أ بآبو رمانة. |
| _____ déghri w baħdeen | _____ دغري و بعدين |
| lēff _____ | لฟّ _____ |
| عَand ishaaret él-méruur. | عند إشارة المرور. |
| _____ عَandak iza bétriid. | _____ عندك إذا بتريد. |
| A tékrami. | ب تكريمي. |
| B shukran. | أ شكرًا. |

2. Write directions from the British Council to your house (use Map 3 as reference if necessary). Make your directions as simple as possible.

Now practise directing someone to your house. The person being directed should either draw a map or make notes of the directions below, or trace their finger along a map, until the destination is reached.

FUNCTION C: EXPRESSING EXISTENCE

HERE AND THERE ➔ LOCATION is expressed by the words

<i>hoon</i>	here	هون
<i>huniik</i>	there	هونيك

while

<i>fii</i>	there (is, are)	في
------------	-----------------	----

expresses the EXISTENCE of the object, rather than its location. Remember that in simple Arabic sentences the verb "to be" is not used. Compare these sentences

<i>él-talfoon huniik.</i>	the telephone is over there.	ال்தَّلِفُون هُونِيْك.
<i>fii talifoon.</i>	there is a telephone.	فِي تَلِفُون.
<i>fii talfoon huniik.</i>	there is a telephone there.	فِي تَلِفُون هُونِيْك.

IS THERE...? ➔ A question can be made by simply raising the tone of your voice at the end of the sentence. The words and their order remain exactly the same, for example

<i>fii talifoon...?</i>	is there a telephone...?	فِي تَلِفُون...؟
(...qariib mén hoon)?	(...near here?)	(...) قَرِيبٌ مِّنْ هُونَ؟

You can answer this question in two ways, either

<i>ee, fii...</i>	yes, there is....	اَيَّهُ، فِي ...
(...leeko, huniik)	(..look, over there)	(...) لِيْكَهُ هُونِيْك.

or you can negate *fii* في by simply adding *maa* ما before the word

<i>la, maa fii.</i>	no, there isn't.	لَا، مَا فِي.
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One of the most common expressions using *fii* في is

<i>maa fii méshekk!</i>	(there is) no problem!	مَا فِي مَشْكُلَةٍ!
-------------------------	------------------------	---------------------

1. Look at Map 2 and circle the correct answer, for example

fii féndoq? ee fii / la mafii. في فندق؟ ايه في / لا ما في.

- a. *fii jaaméع? ee fii / la mafii.* في جامع؟ ايه في / لا ما في.
- b. *fii safara? ee fii / la mafii.* في سفاره؟ ايه في / لا ما في.
- c. *fii méstashfa? ee fii / la mafii.* في مستشفى؟ ايه في / لا ما في.
- d. *fii mataar? ee fii / la mafii.* في مطار؟ ايه في / لا ما في.
- e. *fii maktaba? ee fii / la mafii.* في مكتبه؟ ايه في / لا ما في.
- f. *fii matéam? ee fii / la mafii.* في مطعم؟ ايه في / لا ما في.

2. Look at Map 2 and answer the questions below. Be as detailed as possible.

a. *shu fii b-shaareع Baghdaad?* شو في بشارع بغداد؟

b. *shu fii b-shaareع 29 Ayaar?* شو في بشارع ٢٩ أيار؟

c. *shu fii b-shaareع él-éaabed?* شو في بشارع العابد؟

d. *shu fii b-shaareع Bakistaan?* شو في بشارع باكستان؟

e. *shu fii b-shaareع és-Sawra?* شو في بشارع الثورة؟

f. *shu fii b-saahet és-Sabaع Bahraat?* شو في ساحة السبع بحراب؟

POINTING TO THINGS If you want to point to something and say "look, there it is!" you can use the expression

leeko, huniik!

Look, over there!

لِيْكَهُ هُونِيْكَ

if you are pointing to a masculine object such as a hotel, restaurant or telephone. If you are pointing to a feminine object such as an embassy, hospital or station you must attach the feminine pronoun, for example

leeka, huniik!

Look, over there!

لِيْكَهَا هُونِيْكَ



3. Listen to the conversation and fill in the missing words.

A *عَفْوًا. فِي مُسْتَشْفَى*

أ عَفْوًا. فِي مُسْتَشْفَى

qariib _____ hoon?

قرِيب ————— هُونَ؟

B *إِيْهُ فِي، هُونِيْكَ.*

ب إِيْهُ فِي، هُونِيْكَ.

الْكَنِيسَةُ وَ الْكَازِيْيَّةُ.

الْكَنِيسَةُ وَ الْكَازِيْيَّةُ

A *شُكْرًا كَثِيرًا.*

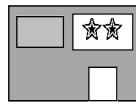
أ شُكْرًا كَثِيرًا.

B _____

ب _____

4. Draw a line between the Arabic word and its picture, for example

a. *masraf*



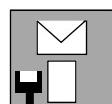
صرف

b. *bariid*



بريد

c. *matgam*



مطعم

d. *taifoon*



تلفون

e. *maktabe*



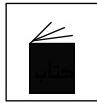
مكتبة

f. *jneene*



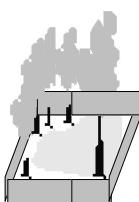
جنينة

g. *makhfar*



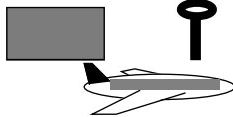
مخفر

h. *mataar*



مطار

i. *kniise*



كنيسة

j. *kaaziyye*



казبيّة

Now work with a teacher or classmate and refer to Map 2. Imagine you are on the circle. Take it in turns to ask if these facilities are nearby.

FUNCTION D: PAYING FOR THE TAXI

COUNTING IN HUNDREDS → When you simply count in Arabic you use slightly different numbers to when you count money and other objects. First memorise the numbers you use to count.



1. Listen to these numbers then practise counting hundreds.

100	<i>miyye</i>	مية	١..
200	<i>miiteen</i>	ميتين	٢..
300	<i>tlaat miyye</i>	ثلاث مية	٣..
400	<i>arbaaq miyye</i>	أربع مية	٤..
500	<i>khamis miyye</i>	خمس مية	٥..
600	<i>sétt miyye</i>	ست مية	٦..
700	<i>sabeع miyye</i>	سبع مية	٧..
800	<i>tmaan miyye</i>	ثمان مية	٨..
900	<i>téseq miyye</i>	تسع مية	٩..

PAYING IN HUNDREDS → When you want to count money for example, the *taa marbuuta* ة or ل at the end of *miyye* مية is pronounced as a 't', which changes the pronunciation of the whole word to *miit leera* مية ليرة. This means that 100 lira is pronounced *miit leera* and not *miyye leera*. Note that the Arabic script does not change.



2. Listen to these numbers then practise saying prices.

100 SYP	<i>miit leera</i>	مية ليرة	١..
200 SYP	<i>miiteen leera</i>	ميتين ليرة	٢..
300 SYP	<i>tlaat miit leera</i>	ثلاث مية ليرة	٣..
400 SYP	<i>arbaaq miit leera</i>	أربع مية ليرة	٤..
500 SYP	<i>khamis miit leera</i>	خمس مية ليرة	٥..
600 SYP	<i>sétt miit leera</i>	ست مية ليرة	٦..
700 SYP	<i>sabeع miit leera</i>	سبع مية ليرة	٧..
800 SYP	<i>tmaan miit leera</i>	ثمان مية ليرة	٨..
900 SYP	<i>téseq miit leera</i>	تسع مية ليرة	٩..

HOW MUCH DO I OWE YOU? ♦♦ You have already used *qaddeesh* قديش to ask for the time. *qaddeesh* قدیش is most commonly used for asking prices, for example

qaddeesh bétriid? how much will that be? قدیش بتريید؟

which literally means “how much do you want?” but is far more polite than the English sounds. The mood is closer to “How much will that be?” or “How much do I owe you?” Another commonly used expression is

<i>qaddeesh haqqo?</i>	how much is due for it (m)?	قدیش حقه؟
<i>qaddeesh haqqqa?</i>	how much is due for it (f)?	قدیش حقها؟



3. Listen to the conversation and fill in the amount you hear.

A *qaddeesh bétriid?* قدیش بتريید؟

B *bass _____ leera.* بس —— ليرة.

A *tfaddal, hayy _____ leera.* تفضل. هي —— ليرة.

B *shukran.* شكرًا.

Now practise the conversation using the following amounts.

a. ٥..

b. ١..

c. ٣..

d. ٧..

e. ٠..

f. ٣٥

g. ٢..

h. ٦..

FUNCTION E: EXPRESSING POSSESSION IN THE CLASSROOM

A REMINDER ABOUT FEMININE NOUNS ➡ Remember that most feminine nouns end in a *taa marbuuta* ة or ئ which is pronounced as either ‘a’ or ‘e’.

1. Say these words and write (f) next to all the feminine words in the list.

<i>éstaaz (-e)</i>	a professor, teacher	أستاذ(-ة)
<i>saff</i>	a classroom	صف
<i>baab</i>	a door	باب
<i>shébbaak</i>	a window	شباك
<i>kérsi</i>	a chair	كرسي
<i>taawle</i>	a desk	طاولة
<i>looh</i>	a board	لوح
<i>shanta, shantaaye</i>	a bag	شنطة، شنطاء
<i>ktaab</i>	a book	كتاب
<i>qalam</i>	a pen	قلم
<i>warraqa</i>	(a piece of) paper	ورقة
<i>dafstar</i>	a notebook	دفتر
<i>qaamuuus</i>	a dictionary	قاموس
<i>suura</i>	a picture	صورة
<i>jariide</i>	a newspaper	جريدة
<i>majalle</i>	a magazine	مجلة
<i>kaaseet</i>	a cassette tape	كاسيت

2. Point to things in your own classroom and ask what the object is, for example.



A *shu haada?*

أ شو هذا؟

B *haada qaamuuus عarabi-éngliizi.*

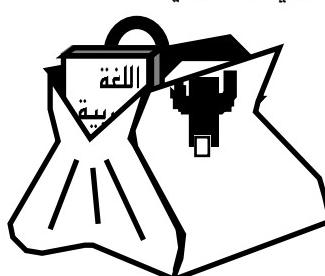
ب هذا قاموس عربي-إنجليزي.

A *w shu hayy?*

أ و شو هي؟

B *hayy shantaaye.*

ب هي شنطاء.



PREPOSITIONS → Below are some useful prepositions for the classroom.

عـاـ، the abbreviated form of عـالـاـ (on), is used before a word beginning with él- إـلـ. If the word does not begin with él- إـلـ you must use the full word عـالـاـ، علىـ.

3. Look at the picture and complete the sentences using one a preposition, for example

الدفتر عالطاولة. eg éd-daftar ءا-ت-تااوله.

- a. él-qaaamuus _____ éd-daftar. القاموس _____ الدفتر.

b. éd-daftar _____ él-qaaamuus w él-qalam. الدفتر _____ القاموس و القلم.

c. ésh-shantaaye lé-kbiire _____ ét-ṭaawle. الشنتایة الكبيرة _____ الطاولة.

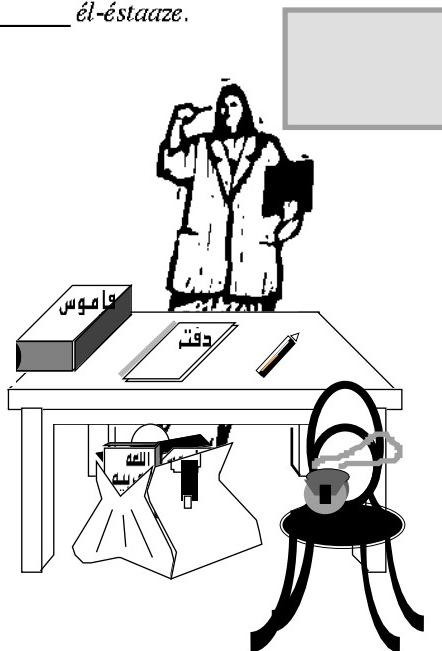
d. lé-ktaab _____ ésh-shantaaye lé-kbiire. الكتاب _____ الشنتایة الكبيرة.

e. ésh-shantaaye lé-sghiiре _____ él-kérsi. الشنتایة الصغيرة _____ الكرسي.

f. él-kérsi _____ ét-ṭaawle. الكرسي _____ الطاولة.

g. él-éstaaze. _____ ét-ṭaawle. الأستاذة _____ الطاولة.

h. és-ṣuura _____ él-éstaaze. الصورة _____ الأستاذة.



4. Now describe where people and things are in your own classroom.

MORE ADJECTIVES ➔ Below are some adjectives useful to describe your classroom, classmates and teacher.

<i>tqil / tqile</i>	heavy	ثقيل / ثقيلة
<i>khafif / khafife</i>	light	خفيف / خفيفة
<i>smiik / smiike</i>	thick	سميك / سميكة
<i>rqiq / rqiqa</i>	thin (non-human only)	رقيق / رقيقة
<i>qadiim / qadiime</i>	old (non-human only)	قديم / قديمة
<i>jdiid / jdiide</i>	new	جديد / جديدة
<i>عariid / عاريde</i>	wide	عر姊ض / عريضة
<i>dayyeq / dayyeqa</i>	tight, narrow	ضيق / ضيقّة
<i>waasaq / waasqa</i>	loose	واسع / واسعة
<i>ghaali / ghaalye</i>	expensive	غالي / غالية
<i>rkhiis / rkhiisa</i>	cheap	رخيص / رخيصة
<i>kbiir / kbiire</i>	big, old (human)	كبير / كبيرة
<i>sghir / sghiere</i>	small, young (human)	صغير / صغيرة
<i>ghani / ghaniyye</i>	rich	غني / غنية
<i>faqiir / faqira</i>	poor	فقير / فقيرة
<i>smiin / smiine</i>	fat	سمين / سمينة
<i>nahuif / nahuife</i>	thin (human)	نحيف / نحيفة
<i>tawil / tawiile</i>	long, tall	طويل / طويلة
<i>qasir / qasiire</i>	short	قصير / قصيرة
<i>helu / helwe</i>	beautiful, pretty, sweet	حلو / حلوة
<i>beshaq / beshqa</i>	ugly	بشـع / بشـعة
<i>zaki / zakiyye</i>	clever	ذكي / ذكـيّة
<i>ghabi / ghabiyye</i>	stupid	غـبي / غـبـيّة

5. Circle the masculine or feminine form of the adjective to describe these items and people.

- a. eg éstaaze: *hélou / hélwe*
- a. *qaamuuus: smiik / smiike*
- b. *waraza: rqiq / rqiqa*
- c. *taawle: tqil / tqile*
- d. *kérsi: khafif / khafife*
- e. *majalle: ghaali / ghaalye*
- f. *qalam: rkhiis / rkhiisa*
- g. *suura qadiim / qadiime*
- h. *shanta: jdiid / jdiide*
- i. *éstaaz faqiir / faqira*
- j. *méallme: ghani / ghaniyye*

أستاذة: حلـو / حـلوة

قاموس: سـمـيك / سـمـيـكـة

ورقة: رـقـيق / رـقـيقـة

طاولة: ثـقـيل / ثـقـيـلـة

كرسي: خـفـيف / خـفـيفـة

مجلـة: غالـي / غالـيـة

قـلم: رـخـيـص / رـخـيـصـة

صـورـة: قـدـيم / قـدـيمـة

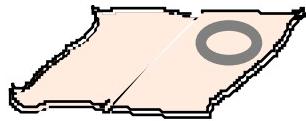
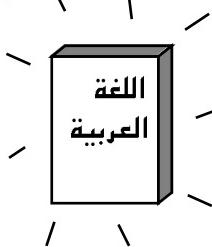
شـنـتـة: جـدـيد / جـدـيدـة

أـسـتـاذ: فـقـير / فـقـيرـة

مـعـلـمـة: غـنـي / غـنـيـة

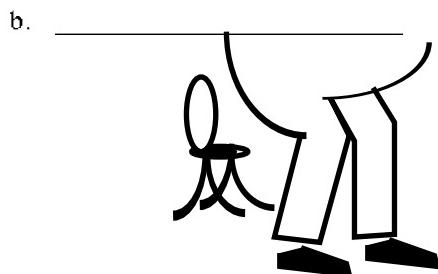
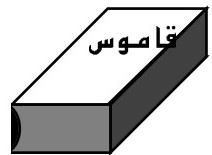
A REMINDER ABOUT NOUNS AND ADJECTIVES ➔ Remember that adjectives follow the noun they describe and must match the noun exactly in gender (masculine or feminine), number (single or plural) and definiteness (*é-l-* or non-*é-l-*).

6. Look at the pictures and describe the following items with an adjective, for example

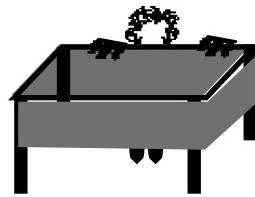


eg *ktaab jdiid* كتاب جديد

a. _____

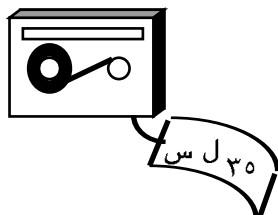
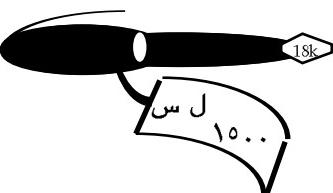


c. _____



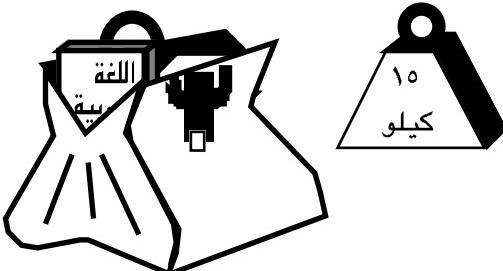
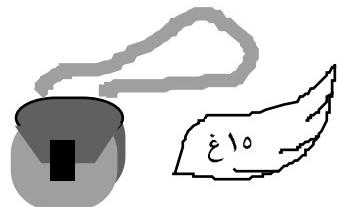
d. _____

e. _____



f. _____

g. _____



h. _____

i. _____

POSSESSION USING THE IDAAFA => One of the most common ways to express possession in Arabic is with an *idaafa*. An *idaafa* is simply

NOUN + NOUN

ktaab él-éstaaz

the book of the teacher

كتاب الأستاذ

Note the first noun does not begin with *él-* إلـ while the second one does. The sentence does not however mean “a book of the teacher”. Even though the first noun of the *idaafa* looks indefinite (ie it does not begin with *él-* إلـ), because the last noun is definite (ie it begins with *él-* إلـ or is a proper name) the *idaafa* as a whole is considered definite. This means that if you wish to describe any part of it using an adjective, the adjective must be also definite, for example

ktaab él-éstaaz lé-jdiid

the new book of the teacher

كتاب الأستاذ الجديد

There is no limit to the number of nouns you can string together in an *idaafa*, for example

ktaab éstaaz él-عَرَبِيٌّ

كتاب أستاذ العربي.

the book of the teacher of Arabic.

Note that no matter how many nouns you have in an *idaafa*, ONLY THE LAST NOUN BEGINS WITH *él-* إلـ. Ideas such as “a book of a teacher”, “a book of the teacher” or “the book of a teacher” are not expressed with a simple *idaafa* construction in Syrian Arabic.

The other very important characteristic of the *idaafa* is that if the a noun ends with a *taa marbuuta* ة or ئ, like *majalle* مجلة (a magazine), the *taa marbuuta* is pronounced as an ‘et’, for example

majallet él-éstaaz

the magazine of the teacher

مجلة الأستاذ

majallet él-éstaaz lé-jdiide

the new magazine

مجلة الأستاذ الجديدة

of the teacher

We have already come across several examples of this:

saahet él-omawiyiin

the square of the Omayyads

ساحة الامويين

jaamع et Dimashq

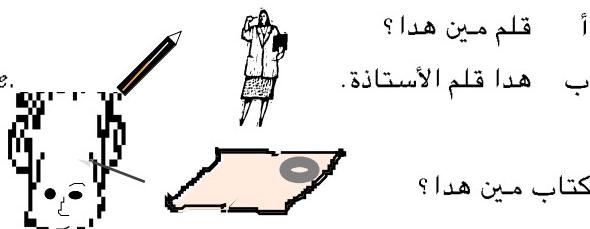
the university of Damascus

جامعة دمشق

Dimashq دمشق of course does not begin with *él-* إلـ because it is a proper noun and is therefore already definite.

7. Look at the pictures and answer the questions, for example

A *qalam miin haada?*



أ قلم مين هذا؟

B *haada qalam él-éstaaze.*

ب هذا قلم الأستاذ.

a. *ktaab miin haada?*



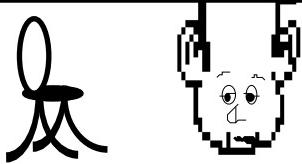
كتاب مين هذا؟

b. *daftar miin haada?*



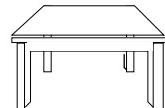
دفتر مين هذا؟

c. *kérssi miin haada?*



كرسيي مين هدا؟

d. *taawlet miin hayy?*



طاولة مين هي؟

e. *shantaayet miin hayy?*



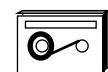
شنتاية مين هي؟

f. *qaamuus miin haada?*



قاموس مين هدا؟

g. *kaasaat miin haada?*



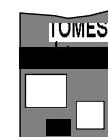
كاسيت مين هدا؟

h. *suuret miin hayy?*



صورة مين هي؟

i. *jariidet miin hayy?*



جريدة مين هي؟

j. *majallet miin hayy?*



مجلة مين هي؟

THE IDAAFA VERSUS NOUN + ADJECTIVE ➔ Compare NOUN + ADJECTIVE constructions with NOUN + NOUN *idaafas*

<i>ktaab jdiid</i>	a new book	كتاب جديد
<i>lé-ktaab lé-jdiid</i>	the new book	الكتاب الجديد
<i>ktaab él-éstaaze</i>	the book of the teacher	كتاب الأستاذة
<i>ktaab él-éstaaze lé-jdiid</i>	the new book of the teacher	كتاب الأستاذة الجديدة

and with a feminine word ending in a *taa marbuuta*

<i>majalle jdiide</i>	a new magazine	مجلة جديدة
<i>él-majalle lé-jdiide</i>	the new magazine	المجلة الجديدة
<i>majallet él-éstaaz</i>	the magazine of the teacher	مجلة الأستاذ
<i>majallet él-éstaaz lé-jdiide</i>	the new magazine of the teacher	مجلة الأستاذ الجديدة

SPLIT IDAAFAS ➔ Sometimes it will not be clear which noun the adjective is describing, for example the sentences

haada ktaab él-éstaaz lé-jdiid هدا كتاب الأستاذ الجديد.

could mean either "This is the new book of the teacher" or "This is the book of the new teacher" and,

hayy sayyaaret él-éstaaze lé-jdiide. هي سيارة الأستاذة الجديدة.

could mean either "This is the car of the new teacher", or "This is the new car of the teacher". To avoid confusion the preposition *la-* (also pronounced *lé-*) (to) is used to "split" the *idaafa*, for example

haada lé-ktaab lé-jdiid l-él-éstaaz. هدا الكتاب الجديد للأستاذ.

This is the new book of the teacher.

or

haada lé-ktaab l-él-éstaaz lé-jdiid. هدا الكتاب للأستاذ الجديد.

This is the book of the new teacher.

and

hayy és-sayyaara lé-jdiide l-él-éstaaze. هي السيارة الجديدة للأستاذة.

This is the new car of the teacher.

or

hayy és-sayyaara l-él-éstaaze lé-jdiide. هي السيارة للأستاذة الجديدة.

This is the car of the new teacher.

Note that when *la-* — (to) is attached to a noun beginning with the definite article *él-* — the *Alif* | of the definite article is dropped in the Arabic, making the beginning of the word look like this:

la + él + éstaaz = lé-l-éstaaz ل + إل + أستاذ = للأستاذ

la + lé + mꝫallem = lé-l-mꝫallem ل + إل + معلم = للمعلم

ANOTHER DEMONSTRATIVE => We know that *haada* and *hayy* mean “this” or “that”. If you want to say “this thing” or “that thing” however, you use another demonstrative: *-ha-*  With this demonstrative you do not have to worry about how close the object is to the speaker or whether the noun is masculine or feminine. Simply attach *ha-*  to any noun beginning with *éł-* , for example

<i>ha-sh-shantaaye</i>	this bag	الشنطة
<i>ha-lé-ktaab</i>	that book	الكتاب

Compare the use of *ha- ↗* and *haada ↗\↙* in the following sentences:

<i>haada ktaab jdiid</i>	this is a new book	هذا كتاب جديد
<i>ha-lé-ktaab jdiid</i>	this book is new	هالكتاب جديد
<i>ha-lé-ktaab haada jdiid</i>	<u>this</u> book is new	هالكتاب هذا جديد
<i>haada hurwe</i>	this is the one / this is it	هذا هو
<i>haada hurwe lé-ktaab</i>	this is the new book	هذا هو الكتاب
<i>lé-jdiid</i>		الجديد

8. Write as many sentences as you can using these words:

jariide, qadiim, mwazzaf چریدہ، قدیم، موظف

for example

hayy él-jariide él-qadiime lé-l-mwazzaf

هي "الجريدة القديمة للموظف".

MORE POSSESSION => The word *tabaq* تبع (belong) is commonly used to emphasise or clarify who owns something. You can use it with a proper noun, noun or attached pronoun, for example

ha-lé-ktaab...	This book is...	هالكتاب...
...tabaq Emily	...Emily's	تبع إميلي...
...tabaq lé-méallem	...the teacher's	تبع المعلم...
...tabaq <i>i</i>	...mine	تبعي...
...tabaq <i>ak</i>	...yours (m)	تبعك...
...tabaq <i>ek</i>	...yours (f)	تبعك...
...tabaq <i>o</i>	...his	تبعه...
...tabaq(<i>h</i>) <i>a</i>	...hers	تبعها...

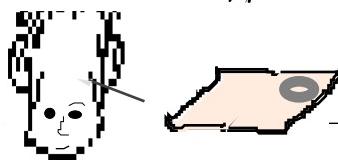
9. Use *tabaq* تبع to explain to whom these items belong, for example

él-qalam tabaq él-éstaaze.

القلم تبع الأستاذة.



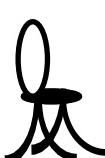
a. _____



b. _____



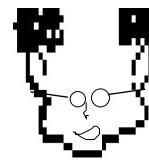
c. _____



d. _____



e. _____



QUESTION WORDS “WHO” AND “WHOSE” => You can use the question word

mīn

who

مَنْ

after *tabaq* تَبَعَ or the preposition *la-* لـ (to) to ask “whose”, for example

tabaq mīn ha-lé-ktaab?

whose book is this?

مَنْ هُوَ مَالِكُ الْكِتَابِ؟

la-mīn ha-lé-ktaab?

whose book is this?

مَنْ هُوَ مَالِكُ الْكِتَابِ؟

These sentences literally translate as “to whom (is) this book?”.

10. Work with a teacher or classmate and ask each other two whom these items belong, for example

A *la-mīn ha-l-qalam?*

أَ لَمَنْ هُوَ مَالِكُ الْقَلْمَنْ؟

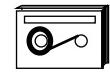
B *ha-l-qalam tabaq él-éstaaze.*

بِ هُوَ الْقَلْمَنْ تَبَعَ الْأَسْتَاذَةَ.

a.



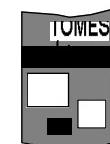
b.



c.



d.



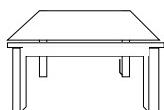
e.



f.



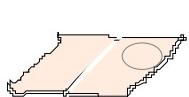
g.



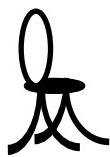
h.



i.



j.



Now ask about items in your own classroom.



11. Listen to the information given about a classroom and the objects in it. Listen to it four times. The first time write down all the items you hear, for example

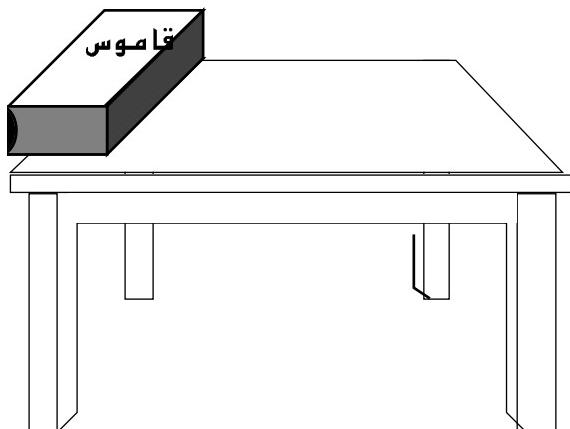
qaamuuus

قاموس

The second time, note (or draw) where each of the items is located in the classroom, for example

é'l-qaamuuus عَلَى طاولة.

القاموس على طاولة.



Cover the bottom half of this paper. The third time you listen, write down the owner of each item, for example

eg *él-qaamuus tabaq él-éstaaz*

القاموس تبع الأستاذ

a. *lé-ktaab tabaq* _____ الكتاب تبع

b. *él-qalam tabaq* _____ القلم تبع

c. *ésh-shantaaye tabaq* _____ الشنطية تبع

d. *éd-daftar tabaq* _____ الدفتر تبع

e. *él-jariide tabaq* _____ الجريدة تبع

f. *él-majalle tabaq* _____ المجلة تبع

The last time you listen write the adjective you hear describing each item in the space below.

eg *qaamuus él-éstaaz* _____ قاموس الأستاذ

g. *ktaab ét-taalbe* _____ كتاب الطالبة

h. *qalam lé-mwazzaf* _____ قلم الموظف

i. *shantaayet ét-tabib* _____ شنتية الطبيب

j. *daftar és-sahafi* _____ دفتر الصحفي

k. *jariidet lé-mhandas* _____ جريدة المهندس

l. *majallet lé-mmassel* _____ مجلة الممثل